DOCUMENT RESUME

ED 249 241 TM 840 552

AUTHOR Turner, Samantha; And Others
TITLE A Study of the Services Provided to Visa Students in North York Secondary Schools.
INSTITUTION North York Board of Education, Willowdale (Ontario).
PUB DATE Jun 84
NOTE 53p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Administrator Attitudes; Ancillary School Services; English (Second Language); Foreign Countries; *Foreign Students; *Program Evaluation; School Districts; School Registration; Secondary Education; Student Adjustment; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS Hong Kong; *North York Board of Education ON; Ontario (North York); Visas

ABSTRACT

Since 1977, the visa student population in the North York (Ontario) schools has increased from 89 to approximately 540 in the 1983-84 school year, with the vast majority coming from Hong Kong. The current services for visa students were examined with respect to the appropriateness of the educational experience offered to visa students; the efficiency of the procedures regarding application, course selection, registration, and monitoring; the adequacy of staffing; and the benefits which accrue to the system from having such a student body. Interview and questionnaire data were collected from visa students, regular students having visa students in their classes, staff having direct contact with visa students, principals or their designates, visa student liaison staff, and central staff. The findings are organized and presented in the following sections: Information and Application Procedures, School Resources Available to Visa Students, Effect of Visa Students, Advantages and Disadvantages of the Presence of Visa Students in the Classroom and/or School, Visa Students' Adjustment to Attending School in North York, and Discussion and Recommendations. (BW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED249241

RESEARCH REPORT

A Study of the Services Provided to Visa Students in North York Secondary Schools

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P. Crawford

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TM 840 552

Samantha Turner, Jim Macfarlane
Patricia Crawford

June, 1984

TABLE OF CONTENTS

	Page
INTRODUCTION	
Background and Purpose of Study	1
Study Procedures	
INFORMATION AND APPLICATION PROCEDURES	3
	3
Information Received by Visa Students Prior to Arrival	5
Information Received by Visa Students After Arrival	6
Information Received by Schools Prior to Arrival of Visa Students	7
Application Procedures	
SCHOOL RESOURCES AVAILABLE TO VISA STUDENTS	9
Registration and Course Selection	9
Course Monitoring	10
Student Services	11
ESL Programs and Staff	14
General Assistance Related to School and Non-School Issues	16
EFFECT OF VISA STUDENTS	17
Effect of Visa Students on Course Offerings	17
Effect of Visa Students on Course Content/Methodology/Evaluation	17
Effect of Visa Students on Social Relationships and Inter-cultural Communication	20
Ways in which Students have been Personally Affected by the Presence of Visa Students	22
ADVANTAGES AND DISADVANTAGES OF THE PRESENCE OF VISA STUDENTS IN THE CLASSROOM AND/OR SCHOOL	23
Advantages and Disadvantages for Visa Students	23
Advantages and Disadvantages for Regular Students	25
Advantages and Disadvantages for Staff	26
VISA STUDENTS' ADJUSTMENT TO ATTENDING SCHOOL IN NORTH YORK	27
Most Difficult Part of Adjusting to Attending School in North York	28
Lack of Fluency in English	28
School Expectations	29
Living Away from Home	30

	Page
DISCUSSION	30
English-language Proficiency	30
Information Received by Visa Students and Schools	31
Support Services for Visa Students	32
Staffing	33
Other Issues	34

APPENDICES

A. Visa Student Interview

B. Regular Student Questionnaire

C. Principal/Visa Liason Staff and Central Staff Interview

D. Staff Questionnaire

E. List of Schools Involved in Study

INTRODUCTION

Background and Purpose of Study

The competition for places in secondary schools and post-secondary institutions in several countries of the world, particularly in South-East Asia, combined with the reputation which North American and British educational systems enjoy, has encouraged an increasing number of students from these countries to pursue educational opportunities abroad.

The North York Board of Education has accepted visa students in schools where accommodation was available. Since 1977, the visa student population has increased from 89 to approximately 540 in the 1983-84 school year, with the vast majority coming from Hong Kong.

In November and December 1982, a Visa Student Study Committee with representatives from Board Services, Guidance and Counselling Services, Continuing Education, English as a Second Language, North York Headmasters Association, Summer School and Supervisory Officers, developed a series of recommendations regarding program provision and staffing support which were approved for implementation. One of these recommendations which was approved by Operations Council was a request that Educational Research and Evaluation Services undertake a study of the services to visa students and to identify problems which the system would have to face and solve before committing itself to further involvement. Educational Research and Evaluation Services were assisted by the Committee members Jean Handscombe, Co-ordinator of ESL/D, Don McVicar, Assistant Superintendent, Cliff Porter, Assistant Superintendent, and John McCammon, Board Services.

The current services for Visa students were examined with respect to:

- the appropriateness of the educational experience offered to visa students
- the efficiency of the procedures regarding application, course selection, registration and monitoring
- the adequacy of staffing
- the benefits which accrue to the system from having such a student body

The Study Procedures

Information was collected from visa students, regular students having visa students in their classes, staff having direct contact with visa students, principals or their designates, visa student liaison staff and central staff by means of interviews and questionnaires. The questionnaires and interview schedule were developed in consultation with the members of the Committee.

Visa Students

A sample of 92 visa students was randomly selected from all secondary schools with a visa student population. The visa students were interviewed individually by a Cantonese speaking interviewer in order to determine their:

a) satisfaction with the information received before and after arriving in Canada

b) satisfaction with the educational experience provided by North York

c) satisfaction with the procedures regarding application, course selection, registration, monitoring and counselling services

d) perceptions of factors contributing to their adjustment to attending school in North York

e) perceptions of the benefits and costs to them academically, socially, emotionally and physically of attending school in North York

Regular Students

One hundred and fifty students in Grades 12 and 13, having visa students in their classes were surveyed through a questionnaire to determine their perceptions of the effect visa students have had on course offerings, content/teaching, social relationships, inter-cultural communication, and student services; the advantages and disadvantages of having visa students in their classroom/school both for themselves and visa students; and the ways in which they have been personally affected by the presence of visa students.

Questionnaires were distributed in three secondary schools by the visa student liaison and returned by students in a self-addressed envelope to Research & Evaluation Services. Of the one hundred and fifty questionnaires distributed, ninety-eight (65%) were returned.

Staff

One hundred and eleven staff directly involved with visa students, i.e. teachers and counsellors, returned questionnaires which were distributed by the visa student liaison staff within the thirteen secondary schools having a visa student population.

Interviews with secondary school principals or their designates and visa student liaison staff in thirteen schools were conducted by an interviewer from Research and Evaluation Services. The perceptions of both the principals and staff were sought regarding:

a) the effects visa students have had on course offerings, course content/methodology/evaluation, peer relationships of students, and counselling services

b) the efficiency of procedures regarding application, registration, course selection, monitoring and counselling

c) their perceptions of the appropriateness of the provision of a visa student program

Interviews were held with John McCammon, Board Services, Jean Handscombe, Co-ordinator of ESL/D, Mei Chau, Multicultural Consultant, and Les Luka, Assistant Co-ordinator of Counselling Services to determine their perceptions of:

a) the visa student program and the effects on schools and the school system

b) the efficiency of the procedures regarding information to students, application, registration, course selection, monitoring and counselling services

The findings are organized and presented in the following sections:

- Information and Application Procedures
- Schools Resources Available to Visa Students
- Effects of Visa Students
- Advantages and Disadvantages of the Presence of Visa Students in he Classroom and/or School
- Visa Students' Adjustment to Attending School in North York
- Discussion and Recommendations

INFORMATION AND APPLICATION PROCEDURES

Information Received by Visa Students Prior to Arrival

All respondents with the exception of regular students were asked to discuss the information received by visa students prior to their arrival in Canada. Central staff, principals/visa student liaison staff and visa students identified the various sources of such information, while teachers rated the existing procedures and offered suggestions for their improvement. Central staff and principals/visa student liaison staff also gave suggestions and visa students discussed the information they had about the school system before arriving.

The booklet/brochure which is now provided for visa students by the North York Board has been available only since September 1983. Therefore, students may not have had access to this source of information.

The various sources of information mentioned by the respondents are as follows:

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #	Visa Students (N=92)
. booklet/brochure provided by the North York Board of Education	4	11	11
. friends and/or relatives	3	1	61
. information provided by the individual schools (i.e. school calendar, course schedule)		4	2
. Wesleyan Church	1	1	14
. Department of Education, Overseas Student Branch in Hong Kong	1		3

As is evident, the most important source of information from the point of view of the visa students is the information provided by friends and/or relatives; few appear to have seen the booklet prepared by the North York Board of Education. This finding is supported by the fact that 71% of the visa students indicated that they decided to come to North York to study because they have friends and/or relatives living here or friends and/or relatives who recommended it.

Visa students were also asked what they knew about the school system before they arrived. Their responses are as follows:

. very little/nothing	29%
. a little/some	59%
. quite a bit/a fair amount	9%

More specifically, they mentioned knowledge of:

. grade 13	24%
. semester system	22%
. credits and university requirements	20%
. school system/grade system/class system	18%
. full-year system	17%
. courses available	4%

When asked how satisfactory the procedures for providing information to visa students were, the teachers responded as follows:

Very Satisfactory	Satisfactory	Somewhat Satisfactory	Not Satisfactory	Don't Know/ No Response
3%	15%	10%	12%	60%

The majority of teachers did not know/did not respond to this question. The suggestions for improving the procedures were as follows:

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #	Teachers (N-111) #
. visa students should be better informed about living conditions in Canada, support groups	1	2	2
. visa students should be better informed about the difficulties involved with studying in a foreign language/ environment; academic standards and expectations; and the various program and course offerings available		3	8
. visa students should be better informed about the requirements for university entrance and the chances of admission		3	4

Information Received by Visa Students After Arrival

All groups with the exception of regular students were asked to discuss the information received by visa students after their arrival in Canada. Central staff, principals/visa student liaison staff and visa students identified the various sources of such information, while teachers rated the existing procedures. Central staff and principals/visa student liaison staff were also asked what specific, planned activities are offered by the schools to visa students. As responses to this question were very similar to those provided for information received by visa students after their arrival, it was decided to report the results of the two together.

The various sources of information mentioned by the respondents were as follows:

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N-13) #	Visa Students (N-92) #
. from friends, relatives and schoolmates, especially with respect to information on living accommodation	1		66
. information concerning the school and courses is provided by guidance counsellors, some teachers	3	3	37
. Wesleyan Church	2		21

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #	Visa Students (N-92) #
. first-hand experience	1		10
. information from the Board concerning school, courses			8
. Mei Chau speaks to visa students on a regular or emergency basis regarding survival skills, social, financial and academic concerns	1	8	
. orientation activities where visa students are given a tour of the school, meet key staff members and are spoken to regarding available services, time-tables, attendance procedures and extra-curricular activities	3	6	
. a package is distributed to visa students with information on community services, OHIP, the Landlord Tenant Act, etc.	2	4	
. a visa student who has been at the school for at least a semester is assigned as a contact person when school begins - available to answer questions, help ease visa students into the school, direct them to appropriate resources	1	2	
. each visa student is assigned to one staff member/guidance counsellor as an adult figure that the visa student can go to during the year		2	
. other (i.e. survival skills workshop, welcoming letter, nurse speaks about OHIP, ESL teacher takes visa students to bank)			6
. field trips, culturally significant activities arranged, usually through ESL	2	9	
. procedures vary from school to school	3		

As is evident from the preceding comments, friends, relatives and schoolmates continue to constitute a very important source of information for visa students after they have arrived in Canada.

The majority of teachers didn't know/didn't respond to the question regarding satisfaction with the procedures for providing information to visa students after their arrival:

Very Satisfactory	Satisfactory	Somewhat Satisfactory	Not Satisfactory	Don't Know/ No Response
5%	21%	8%	9%	57%

The teachers offered few comments regarding the procedures; those that were made described the various approaches used in the individual schools.

Information Received by School Prior to Arrival of Visa Students

In addition to being asked about the information provided to visa students, central staff and principal/visa student liaison staff were also asked about the information received by the schools prior to the arrival of the visa students. Their main concern centred around the lack of consistent information regarding the visa student's educational background and abilities, personal interests and goals, and English-language proficiency.

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #
. information received is inconsistent and often difficult to interpret	4	7
. the most useful and detailed information is provided by the visa student's contact here in Canada (i.e. friend, relative or the representative of the Wesleyan Church)		6
. need for better assessment, screening and evaluation of visa students	1	3
. Board's policy is inconsistent; not all visa students go through the Board when applying		2

Application Procedures

All respondents with the exception of regular students were asked to discuss the application procedures for visa students. The different procedures in use were listed, their efficiency was rated and suggestions were given for their improvement. While the majority of visa students indicated that the procedures were satisfactory, many central staff and principals/visa student liaison staff regretted the lack of consistency and found it to be confusing. The comments of the various groups are listed below.

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #	Teachers (N=111) #	Visa Students (N=92) #
. application procedures are satisfactory	1	4		61
. there is a lack of consistency concerning application procedures: this often creates considerable confusion and excessive communication between Board and the schools	2	6	1	4
. application procedures need to be clarified, made more consistent, centralized	1	2		
. proper screening is biggest problem		2		
. schools need to receive more information about the visa student, documents are often difficult to evaluate			5	
. the various methods presently in use are:				
- visa student/visa student's contact person in Canada (i.e. friend, relative, representative of the Wesleyan Church) applies directly to school, sometimes to Board	2	7		26
- school makes decision to accept visa student, then informs Board	1	4		
- visa students apply directly to Board from Hong Kong	2	1		
- visa students arrive at school after having been accepted by Board - often school receives insufficient information regarding the visa student		3		
- Mei Chau does assessment of visa students' background, abilities	1	1		

Teachers were asked if they considered the application procedures for visa students to be satisfactory; over two-thirds didn't know/didn't respond. Their responses are as follows:

Very Satisfactory	Satisfactory	Somewhat Satisfactory	Not Satisfactory	Don't Know/ No Response
5%	16%	9%	3%	68%

SCHOOL RESOURCES AVAILABLE TO VISA STUDENTS

Registration and Course Selection

All respondents with the exception of regular students were asked to discuss the existing registration and course selection procedures for visa students. Opinions as to whether or not these procedures were satisfactory were elicited, as well as suggestions for their improvement.

From the responses obtained, there appears to be little consistency from school to school in the procedures. In some cases, placement is determined based on whatever information is available on the visa student's educational background and abilities and interests/career goals:

- based on level of achievement, documentation from Hong Kong
- we look at what the visa student is coming here for, i.e. long-term goal for specific university course. We set up a tentative program with this in mind. The program is sent overseas and then returned to us with possible changes requested
- often by experimentation if we have no information-we try them in a couple of classes before the final course selection.

In some schools testing is carried out:

- school does testing on first day comprised of 1) written composition, 2) computerized grammar, 3) individual interview
- done on the basis of information received and testing

Almost all visa students reported having been satisfied with the registration procedures and 80% indicated that they "got to take the courses they wanted". Of those who responded negatively, the most commonly cited reasons were that the courses were already filled or that they were judged as being too difficult in light of the students' language capabilities. Over two-thirds of visa students reported having had some/considerable involvement with Student Services regarding course selection.

The responses from teachers with regard to registration and course selection procedures are listed below:

	Very Satis-factory	Satis-factory	Somewhat Satis-factory	Not Satis-factory	Don't Know/ No Response
registration	22%	34%	5%	5%	34%
course selection	12%	41%	10%	8%	29%

In general, teachers find the procedures satisfactory, although there was a large proportion who didn't know/didn't respond. Four of the 13 principals/visa student liaisons mentioned that the procedures were satisfactory.

There were, however, a number of comments made concerning difficulties with the procedures and suggestions for their improvement:

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #	Teachers (N=111) #
. placement is difficult due to insufficient information regarding visa students' educational background and abilities, language proficiency and interests/career goals	2	4	31
. visa students should be required to have a minimum level of English-language proficiency before being accepted/the importance of taking English should be stressed/English courses should be compulsory for visa students			11
. classroom teachers, department heads should be more involved in the placement of visa students			10
. visa students should adopt more realistic expectations as to the number of courses they can handle and the degree of difficulty	1	5	9
. registration and course selection procedure for visa students is time consuming	1	4	5

Course Monitoring

Course monitoring refers to the procedure whereby a student's progress and achievement are closely followed in order to facilitate the identification of problem areas and the provision of appropriate assistance. Central staff and principals/visa student liaisons were asked to discuss the procedures established in their schools for course monitoring, while teachers were asked to rate the procedures and make suggestions for their improvement.

From the responses obtained from the principals/visa student liaisons it becomes evident that there is no one set of procedures in place, rather each school has adopted its own individual approach. In some schools this takes the form of a rather formal process:

- periodic scheduled review of progress of visa student by teachers involved, especially for visa students in grade 13 courses
- one month after arrival each visa student is seen individually by guidance to see if all is going well
- committee has been formed: vice-principal, head and assistant head of Learning Services Department, three ESL teachers who meet regularly re: school-wide concerns of visa students

while in others it is done through informal communication between teachers, ESL and guidance staff:

- teacher usually lets people in guidance or ESL teacher know if placement seems incorrect after getting to know the visa student better
- ESL teacher keeps in touch with how they are doing in other courses

Two of the central staff did not feel that they had sufficient knowledge of the procedures to respond, while the remaining two staff focused their comments on broader issues, i.e. the lack of support services available to visa students.

Slightly less than half the teachers felt that the procedures for course monitoring are satisfactory, although more than one-third indicated that they didn't know/didn't respond.

Very Satisfactory	Satisfactory	Somewhat Satisfactory	Not Satisfactory	Don't Know/ No Response
11%	35%	10%	7%	36%

Rather than offering suggestions for the improvement of the procedures, most teachers simply explained the methods being used in their schools. In general, their responses were similar to those of the principals/visa student liaisons.

Student Services

As is obvious from the preceding sections, guidance counsellors and ESL staff provide considerable support to visa students. In fact, when teachers were asked to what extent guidance counsellors are an important source of support, they responded as follows:

Very Important	Important	Somewhat Important	Not at all Important	Don't Know/ No Response
60%	32%	3%	2%	4%

Teachers, principals/visa student liaisons and the four central staff listed the various activities carried out by guidance counsellors in meeting the needs of visa students:

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #	Teachers (N=111) #
. counsellors provide considerable assistance with placement, course selection and changes	2	13	25
. counsellors provide information regarding post-secondary education, assist visa students with applications to university	2	12	21
. counsellors assist visa students with personal/social concerns	2	6	14
. guidance provides support and advice for visa students, gives them a place to discuss items of concern, someone to confide in			8
. little involvement with personal/ social concerns - mainly academic		2	2
. counsellors send parents a report card/ covering letter/newsletter/comment regarding their son/daughter		2	

Four principals/visa student liaisons and four teachers stated that the guidance programs in their schools were very effective in meeting the needs of visa students and that the counsellors related well to the visa students. One approach that has been adopted by some of the schools is to put a single counsellor in charge of all visa students. According to the two principals/visa student liaisons and the three teachers who mentioned this, it enables the counsellors to deal more effectively with the visa students and to gain a greater understanding of their needs.

Visa students were asked to discuss their involvement with guidance services. Over two-thirds had had some involvement for course selection and changes and half had been involved with guidance services for information regarding post-secondary education and application procedures. Only 15% of visa students, however, mentioned that they had had contact with guidance regarding social/emotional issues (including such things as accommodation, visa extension and procedures for transferring money). For the most part, they indicated that they either have no personal or social problems or that they rely on friends, relatives or the Wesleyan Church.

Teachers, principals/visa student liaisons and the four central staff also made a variety of comments regarding guidance counsellors' interaction with visa students. These remarks are summarized below:

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #	Teachers (N=111) #
. visa students take up more time than other students due to frequent visits, additional needs		12	3
"visa students represent one-twentieth of student population but take one-third of our time"			
"takes three or four times as long to register a visa student - there are more frequent course changes"			
. visa students create tremendous demands on time, a lot more work	2	11	
. visa students are very intense, persistent - can be frustrating and time-consuming	1	4	
. the majority of counselling time is absorbed with university applications, course selection and, as a result, other problems are dealt with on a crisis basis	3	1	
. visa students don't trust the advice of just one counsellor - they will approach others and check out information/will go to each counsellor until they get the answer they're looking for or will go to teacher, ESL and counsellors		4	

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #	Teachers (N=111) #
. should be one staff member/counsellor responsible for all visa students/a specific counsellor assigned to each visa student			8

While it would appear that guidance counsellors provide much the same services to visa students as they do to other students, the amount of time involved seems to be substantially greater. Visa students often require more assistance with course selection and changes than do other students and they tend to apply to a larger number of universities. Almost all principals/visa student liaison staff feel that a disproportionate amount of guidance counsellors' time is spent meeting these needs and in some cases "this interferes with the amount of time available for Canadian students".

When students were asked what effect the presence of visa students has had on Student Services, the largest proportion replied that there was no noticeable effect. A detailed examination of their responses is presented below:

	Students (N=98) %
. no noticeable effect	41
. no opinion/don't know	8
. guidance counsellors are more busy, have to work harder/more difficult to get an appointment, fewer services available for other students	6
. Student Services are of considerable help to visa students: counsellors provide information on TOEFL, other tests which visa students must take before going to post-secondary institutions	5

ESL Programs and Staff

ESL staff are also extremely involved with visa students. Not only do they provide English-language instruction in the classroom but they also assist with a wide variety of concerns, both social and academic. They often constitute an important link between the visa students on one hand and subject teachers and guidance counsellors on the other. When teachers were asked to what extent the ESL programs are an important source of support for the visa students, the overwhelming majority indicated that they are important.

Very Important	Important	Somewhat Important	Not at all Important	Don't Know/ No Response
68%	17%	4%	1%	10%

Teachers, principals/visa student liaison staff and the four central staff were asked to discuss the role of ESL teachers and to make comments regarding the program. Their responses are as follows:

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #	Teachers (N=111) #
. ESL staff assist with the development of English-language skills as well as providing a link with other services in the school and support for visa students		1	18
"terrific rapport is often established with the students through this service, both in and out of school ... perhaps the most important front-line support"			
"provides a home, a place where students can relax, have their questions answered, receive help for problems"			
"major area where visa students' interests are taken care of, staff here know students best of all"			
. program is very important, without it most visa students would not be able to function successfully in school or university			14
. ESL program is effective, runs smoothly, staffing is adequate	3	4	2
. for academic issues teachers utilize ESL program/ESL contacts teachers, guidance about visa students' problems		3	
. visa students don't progress very rapidly in their language skills - this is not their primary concern. They are only interested in passing TOEFL		2	1
. ESL assesses, registers, timetables visa students			2

Only 18% of the visa students interviewed had not taken ESL or an English program specifically geared to their needs. Of those who had, approximately two-thirds expressed satisfaction with the program and teacher. Twenty-three percent expressed reservations regarding the program but felt that the teacher was good/helpful and 28% were dissatisfied with both program and teacher. One of the major causes of dissatisfaction with the program was that many visa students felt it to be too easy/boring (9%).

Although some of the visa students do not take ESL, they indicated that the ESL staff is usually willing to help them with their English, especially with regard to correcting compositions and essays.

General Assistance Related to School and Non-School Issues

Teachers were asked to rate the procedures for counselling visa students with regard to both school-related issues and outside school issues (housing, social problems, etc.). Their responses are listed below:

	Very Satis-factory %	Satis-factory %	Somewhat Satis-factory %	Not Satis-factory %	Don't Know/ No Response %
school-related issues	19	41	6	3	32
outside school issues	5	14	11	13	55

As is evident, a considerable number of respondents either didn't know or didn't respond to this question. While for counselling with respect to in school - related issues the largest proportion indicated that the procedures are satisfactory, for counselling in outside school issues more than half didn't know/didn't respond. The most frequently made comments concerning this latter service are as follows:

	Teachers (N=111) #
. Board should assume greater responsibility, i.e. expand services such as those provided by Mei Chau; provide an itinerant counsellor who is Chinese-speaking and familiar with community organizations; put out information bulletins for general use on such topics as accommodation, Canadian customs and local events	10
. more counselling needed regarding social problems, housing, adjustment to Canada, etc., especially when visa students first arrive. Counsellors and ESL staff should be more aggressive in creating time to informally discuss these problems and provide more orientation, social activities and field trips	8

	Teachers (N-111) #
. housing is often a problem: visa students move often, live far from school, are unprepared for upkeeping of house, meals	5

EFFECT OF VISA STUDENTS

Effect of Visa Students on Course Offerings

All respondents with the exception of visa students were asked to describe the effect of visa students on course offerings. Their responses are listed below.

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #	Teachers (N=111) #	Regular Students (N=98) #
. little/no effect			29	56
. number of ESL classes has been increased/special courses (usually English) have been developed to meet the needs of visa students: emphasis is on grammar, oral communication	3	13	37	8
. more classes offered, especially in maths and sciences at advanced level/more students in each class although sometimes this results in overcrowding and prevents Canadian students from enrolling	4	5	26	20
. visa students select mostly math and science courses	1	2	2	4
. higher academic standards			2	5

As is evident, the greatest effect of visa students on course offerings has been the increase in the number of ESL classes and the development of courses specifically designed to meet their needs. In some cases, ESL programs have been introduced into schools where they were previously non-existent due to lack of numbers and this has been of considerable benefit to other students also requiring assistance in this area. Respondents also reported that more courses are offered as a result of the presence of visa students, especially in maths and sciences at the advanced level.

Effect of Visa Students on Course Content/Methodology/Evaluation

All groups with the exception of visa students were asked to describe the effect of visa students on course content, methodology and evaluation.

Although certain aspects of course content were dealt with in the preceding section (i.e. the development of courses specifically designed to meet the needs of visa students), some comments were made regarding changes in the content of courses already in existence. While the majority of respondents indicated that there have been few/no changes, a number of teachers and one central staff reported that course content has been made more relevant to visa students and includes a more detailed examination of Canadian culture and values. Some teachers and students also perceived the content in certain courses as having become more challenging and of a higher standard.

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #	Teachers (N=111) #	Regular Students (N=98) #
. little/no change	1	4	43	46
. course content has become more challenging/standards have been raised			3	10
. course content has been made more relevant to visa students/includes a more detailed study of Canadian culture and values/more practical	1		6	

The largest proportion of respondents also indicated that there has been little/no change with respect to methodology as a result of the presence of visa students. A number of respondents did state, however, that the pace of instruction has been slowed due to the need for increased repetition and explanation and that delivery is carried out at a simpler level of language. A more detailed examination of the various groups' responses is presented below.

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #	Teachers (N=111) #	Regular Students (N=98) #
. little/no change		3	37	43
. pace of instruction is slowed due to need for increased repetition and explanation/ language used is more simple	2	6	9	20

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #	Teachers (N=111) #	Regular Students (N=98) #
. less discussion, oral participation by students	1	1	5	4
. teachers spend extra time with visa students both in and outside of class, usually on a one-to-one basis			6	3
. presentation of material is more visual, i.e. use of blackboard, printed material		2	3	
. additional writing assignments		2		
. teachers rely less on written material: more emphasis on oral presentation			1	

While the largest proportion of respondents indicated that there was little/no change in the methods of evaluation used by teachers, 15% of the teachers stated that evaluation has become more difficult due to the weaker language skills of the visa students and that increased leniency is required with respect to grammatical errors. Some teachers mentioned that there is a shift towards less subjective methods of evaluation, i.e. more multiple choice testing as opposed to statement or essay type questions and that more emphasis is placed on ideas and content as opposed to style. A number of respondents also reported that visa students are often allowed extra time during examinations.

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #	Teachers (N=111) #	Regular Students (N=98) #
. little/no change		3	39	43
. evaluation is more difficult due to weaker language skills of visa students/tendency towards less subjective methods of evaluation/ increased emphasis on ideas and content as opposed to style			17	
. visa students are given extra time during examinations if required/allowed to use dictionaries/can write under supervision of ESL teachers		10	7	

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #	Teachers (N=111) #	Regular Students (N=98) #
. teachers are not obliged to submit an evaluation first or even second term		2		

Three of the central staff did not feel that they had sufficient knowledge of this area to comment.

Effect of Visa Students on Social Relationships and Inter-cultural Communication

All groups were asked to discuss the social relationships of visa students with each other and with other students and to report on the inter-cultural communication which occurs as a result of their presence. The comments made by the various respondents overwhelmingly suggest that while there is extensive interaction between the visa students themselves, there is little between them and Canadian students. Central staff, principals/visa student liaison staff, teachers and regular students reported that due to the lack of ability and/or motivation on the part of the visa students to speak English, there is little communication with Canadian students and that visa students "do not tend to mix". While visa students did state that they tend to group together, they indicated that this was the result of language and cultural similarities, that as previously indicated they use each other as important sources of information.

A more detailed examination of the responses is presented below. While all related statements made by the various respondents have been grouped together, in some cases it has been necessary to separate those given by the visa students from those given by the others. This has been done to adequately represent the varying perspectives which the two groups may have in regard to a central idea.

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #	Teachers (N=111) #	Visa Students (N=92) #	Regular Students (N=98) #
. visa students form a close-knit group and do not mix with other students/lack of ability or motivation on the part of the visa students to speak English discourages interaction	3	12	66		75

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #	Teachers (N=111) #	Regular Students (N=98) #
. visa students have developed a close-knit support group; share information, provide assistance, form friendships and often live together	3	9		
- visa students tend to group together due to language and cultural similarities			56	
- visa students have no problem getting along with each other			64	
. visa students mix well/ considerable interaction		10		12
- visa students have no problem getting along with Canadian students			39	
- some Canadian students are easy to get along with, others discriminate			15	
. initially interaction is difficult but it becomes easier as the year progresses		2	11	7	3
. Canadian students have benefitted from exposure to other cultures/have learned more about other cultures		5		14
. some visa students mix with Canadian students, participate in extra-curricular activities	1	7	1	6

	Central Staff (N=4) #	Principals/ Visa Student Liaisons (N=13) #	Teachers (N=111) #	Students (N=98) #
. visa students don't participate in extra-curricular activities - concerned mainly with marks	1	9	4	2
. presence of visa students has little effect on other students/no conflict/no apparent antagonism	1	5	2	2
. visa students tend to be lonely/few social contacts outside of school		1		7
. little attempt is made by either visa students or Canadian students to communicate with each other			1	5
. visa students are quiet, do not participate in class, offer little to other students		4		
. Canadian students don't go out of their way to mix with visa students/ ostracize them		2		2

Ways in which Students have been Personally Affected by the Presence of Visa Students

In addition to being asked to describe social relationships and inter-cultural communication, students were requested to list the ways in which they had been personally affected by the presence of visa students. While the largest proportion indicated that they had not been personally affected, other respondents cited such examples as exposure to other cultures, new friendships and increased competition. A detailed examination of the responses is presented below.

	Regular Students (N=98) %
. have not been personally affected	37

	Regular Students (N-98) %
. exposure to other cultures/intellectual and social growth	11
. new friendships	9
. as visa students' marks are so high, it is more difficult for Canadian students to be accepted into university/more competition for university places	8
. as visa students' marks are so high, tests are more difficult and it is harder to do well; many students get discouraged, feel threatened	7
. visa students assist students with school work	5
. disruption of class time/library due to visa students' constant chatter, usually very loud, in their own language	5

ADVANTAGES AND DISADVANTAGES OF THE PRESENCE OF VISA STUDENTS IN THE CLASSROOM AND/OR SCHOOL

Students and teachers were asked to list the advantages and disadvantages of having visa students in the classroom and/or school for visa students and regular students. Teachers were also asked to indicate the benefits and drawbacks for themselves.

Advantages and Disadvantages for Visa Students

Both regular students and teachers agree that the main advantages for visa students of attending school in North York are:

a) experiencing a different culture
b) participating in an educational experience that may not otherwise have been available to them
c) improving their English-language skills

A more detailed examination of the comments offered by the students and teachers as well as the percentage of respondents in each group making the remark is presented below.

Advantages for Visa Students

	Teachers (N=111) %	Students (N=98) %
. exposure to a different culture, environment/helps increase their awareness of and sensitivity to others/broadening	30	32
. access to top grade academic courses in a variety of fields/an educational opportunity that may not have been available to them in their own country/exposure to different teaching and learning styles	15	22
. helps improve their English-language skills	19	15
. facilitates entrance to Canadian universities	12	2
. positive comments about character of visa students (i.e. bright, hard working, well-mannered)	9	
. helps to prepare them for a Canadian university, i.e. background in methodology and study techniques, type of assignments, upgrading, English-language skills and exposure to Canadian customs	5	

Students and teachers did list certain disadvantages for visa students, however. Those most frequently mentioned were:

a) difficulty with English-language
b) difficulty integrating with Canadian students
c) loneliness and homesickness

The following is a more detailed examination of the responses offered by the students and teachers:

Disadvantages for Visa Students

	Teachers (N=111) %	Students (N=98) %
. lack of fluency in English discourages communication with other students, participation in class/makes it difficult for them to cope with certain academic courses	23	26
. away from family and friends/feel lonely, homesick	18	5

	Teachers (N=111) %	Students (N=98) %
. make little effort to speak English/don't integrate very well with Canadian students	6	12
. few disadvantages/none	4	12
. culture shock/difficult for them to adapt to a different culture	6	4
. because they perform so well academically they may become scapegoats/may be subject to prejudice	4	7
. expense	5	2
. high toll on mental and social psyche of students, high level of frustration	5	
. due to limited time, sufficient assistance cannot always be given to visa students, i.e. teacher cannot spend enough time with each visa student to ensure that he/she understands everything	5	

Advantages and Disadvantages for Regular Students

Although regular students were less likely than teachers to indicate that they benefit from the presence of visa students, both groups agree that the greatest advantage is the exposure to different cultures and ways of life. Teachers were also of the opinion that visa students provide good role models for regular students while students mentioned the assistance they receive with their school work.

Advantages for Regular Students

	Teachers (N=111) %	Regular Students (N=98) %
. exposure to other cultures, ways of life/students learn to be more tolerant of others who are different/broadening	55	34
. visa students provide good role models for other students: they are hard working, well-mannered/ increased competition encourages other students to work harder	33	2
. few advantages/none	3	21
. visa students assist other students with homework, school work		14

	Teachers (N=111) %	Students (N=98)
. visa students raise academic standards	5	4
. students make new friends, meet different people	1	6
. students profit from new ideas, information, talent of visa students	5	

While a relatively large proportion of both regular students and teachers indicated that there are few/no disadvantages for students due to the presence of visa students, the following drawbacks were often mentioned:

a) visa students keep to themselves, make little effort to speak English, do not participate in extra-curricular activities and contribute little to the overall school community

b) visa students often slow the pace of instruction and less time is available for meeting the needs of the other students

A detailed examination of their responses is presented below:

Disadvantages for Students

	Teachers (N=111) %	Regular Students (N=98) %
. few disadvantages/none	18	20
. visa students slow the pace of instruction/less time is available for meeting the needs of other students	23	2
. visa students keep to themselves, make little effort to speak English, do not participate in extra-curricular activities and contribute little to ove all school community	13	18
. visa students increase the level of competition and difficulty of certain courses - students are often discouraged when visa students get top marks	6	15
. more competition for university entrance	5	8
. due to language problems it is often difficult to communicate with visa students, understand what they are saying in class	1	10

	Teachers (N=111) %	Students (N=98) %
. visa students do not participate in class discussions, contribute little - this detracts from the classroom environment and the learning process	8	2
. classes are larger/often difficult to enrol in a course because it is already filled by visa students	2	7
. competition from visa students, their self-imposed segregation and the lack of sympathetic understanding fosters prejudice, racial tension	6	

Advantages and Disadvantages for Staff

Teachers listed the main advantages of having visa students in their classrooms and/or school for staff as being:

a) positive contribution of visa students to classroom atmosphere - they are bright, hardworking, well-mannered

b) raise enrolment and, therefore, provide jobs

c) increased exposure to students of other cultures

A detailed examination of their responses is provided below.

Advantages for Staff

	Teachers (N=111) %
. visa students are bright, hard-working, well-mannered; they add to classroom atmosphere and are a pleasure to teach	38
. raise enrolment and, therefore, provide jobs	23
. increased exposure to other cultures/diversifies student population/provides staff with alternative points of view and insight into course content and expectations in other countries	21
. permits maintenance of appropriate class sizes, greater variety of course offerings	8
. forces staff to re-evaluate their methodology/ challenges them to broaden their teaching techniques	5

	Teachers (N=111) %
. few advantages/none	5

According to the teachers the main disadvantage for staff are the increased demands on their time and the difficulties associated with communication.

Disadvantages for Staff

	Teachers (N=111) %
. increased demands on teacher time, more work: many visa students require considerable one-on-one assistance, individualized programming, and new teaching strategies have to be developed to meet their needs	25
. language problems make communication difficult, frustrating	23
. few disadvantages/none	10
. visa students don't operate well in classroom setting, rarely participate. This makes class discussions difficult, can change whole tone of class	8
. tremendous demands on guidance counsellors' time - visa students require much more attention and assistance than other students	5

VISA STUDENTS ADJUSTMENT TO ATTENDING SCHOOL IN NORTH YORK

Visa students were asked to indicate the most difficult part of adjusting to going to school in North York and to discuss such issues as the lack of fluency in English, school expectations, getting along with others and living away from home. While three of these latter concerns are dealt with in this section of the report, "getting along with others" has been included along with the responses from the other groups in the section entitled "Social Relationships and Inter-cultural Communication". The visa students were also requested to make suggestions for ways in which their adjustment could have been made easier.

The Most Difficult Part of Adjusting to Attending School in North York

Visa students were asked to indicate the most difficult part of adjusting to going to school in North York. In some cases more than one response was offered so percentages total more than 100. The various responses are listed below.

	Visa Students (N=92) %
. lack of fluency in English	49
. homesickness/loneliness	18
. different school system (i.e. course content, timetables, evaluation, teaching methods and increased workload)	14
. transportation/distance from home to school	11
. different customs, i.e. shopping, banking/not knowing one's way	9
. living on one's own, i.e. cooking, housework	9
. Canadian winters	7

Almost half of the visa students cited the lack of fluency in English as being the most difficult part of adjusting to attending school in North York and 43% mentioned one of home-sickness/loneliness, the different school system and transportation problems.

Few visa students suggested ways in which their adjustment could have been facilitated; those who did focused the majority of their comments on ways of improving their English-language skills. These suggestions are dealt with in the following section.

Lack of Fluency in English

Over half the visa students reported that lack of fluency in English was a problem, while only 22% stated that they had had no difficulty.

	Visa Students (N=92) %
. no problem/not a big problem	22
. somewhat of a problem/some initial adjustment was required	26
. yes, it was a problem	52

The visa students advanced a number of suggestions for ways in which their English proficiency could be improved, the most common being more contact with Canadian students.

	Visa Students (N=92) %
. more contact with Canadian students	22
. listening to the radio and television	12
. additional/improved English classes/more emphasis on oral skills/more audio-visual materials	12
. more assistance from teachers	9
. fewer visa students in class/school	7
. English/ESL courses are helpful	5

School Expectations

The largest proportion of visa students indicated having had little/no difficulty adjusting to school expectations in North York, although over one-third reported some difficulty.

	Visa Students (N=92) %
. little/no difficulty	42
. some difficulty	36
. considerable difficulty	8
. no comment on adjustment	14

The majority of those who indicated that they had had little/no difficulty in adjustment stated that they liked the system:

- "teaching method is better here as it is gradual with discussions, enough time to absorb the subject"
- "like the system here because of more student participation"
- "love it because there is less pressure when marks are adding up by each test and assignment"

Those aspects of the North York educational system most likely to make the visa students' adjustment somewhat difficult are:

. the more active participation of students in the classroom

. rotating classes

. evaluation procedures, i.e. frequent tests and assignments

Living Away from Home

The majority of visa students indicated that while they had experienced some initial problems as a result of living away from home, they were able to adjust fairly rapidly. Most of the problems they encountered were related to loneliness/homesickness and assuming responsibility for themselves and their lodgings. In many cases, adjustment was eased by living with relatives or friends.

		Visa Students (N=92)
. initial problems but adjusted quickly		66
- difficulties due to assuming responsibility for oneself and one's lodgings		
- difficulties due to homesickness/loneliness	12	
- adjustment eased by living with relatives/friends	37	
- adjustment eased by making new friends	9	
. no problem		23
- living with relatives/friends	11	
- used to being independent	8	
. a problem		11
- homesickness/loneliness	5	

DISCUSSION

The appropriateness of the educational experience offered to visa students, the efficiency of the procedures regarding application, course selection, registration and monitoring, the adequacy of staffing and the benefits which accrue to the system from having such a student body have all been dealt with throughout the report. In this section the focus will be on the specific concerns raised by the respondents and the suggestions made for the improvement of the visa student program. At the end of each interview/questionnaire, respondents were given the opportunity to make specific recommendations for the improvement of the program and their responses have been included here.

The concerns which were shared by all groups were related to English Language Proficiency, Information Received by Visa Students and School, and Support Services for Visa Students. Although other concerns were raised and have been reported in this section, the concerns were highly individual and not shared by large numbers of respondents.

English-Language Proficiency

Many of the concerns expressed by the respondents were related to the visa students' lack of English-language skills. Regular students, teachers, principals/visa student liaisons and central staff reported that many visa students were unable to cope with certain academic courses due to language difficulties, a situation frustrating both for the visa student and the teacher involved. The need for more detailed explanations and increased repetition often slows the pace of instruction and the extra time spent with visa students frequently interferes with that available for other students. Language difficulties are also the leading factor contributing to the lack of interaction between visa students and students, and half the visa students cited "lack of fluency in English" as having been the most difficult part of adjusting to attending school in North York.

As is evident from the comments made by the various respondents, it is vital that visa students acquire the English-language skills necessary to adequately cope with course work and to facilitate their adaptation to school and community. While some respondents suggested that English courses be made compulsory for visa students or that they be strongly encouraged to select them, others felt that a minimum level of English-language proficiency should be required before visa students are admitted into the system. One central staff, three principals/visa student liaisons, two teachers and two visa students suggested that visa students be more carefully screened before arrival to ensure that they are adequately prepared to cope with the academic demands awaiting them.

Suggestions

- visa students be strongly encouraged to select English courses.
- a minimum level of English-language proficiency should be required before visa students are admitted into the system.
- visa students be more carefully screened before arrival to ensure that they are adequately prepared to cope with the academic demands awaiting them.

Information Received by Visa Students and Schools

A large number of respondents expressed dissatisfaction with the amount of information provided to both schools and visa students. Teachers, principals/visa student liaisons and central staff reported that the placement of visa students is often difficult due to insufficient information regarding their educational background and abilities, English-language proficiency and interests/career goals. When information is received by the schools, it is frequently inconsistent and difficult to interpret. To improve this situation, many respondents suggested that visa students be required to submit certain information to the school prior to their arrival (i.e. transcripts, type of school attended, post-secondary goals) and that the methods for application and registration be made uniform and consistent.

Respondents also suggested that the information provided to visa students should be improved. As is evident from the visa students' responses, very few had a good knowledge of the school system in North York before their arrival. In fact, when asked to make recommendations for the improvement of the visa student program, 20% suggested more information concerning the school system (i.e. credit system, semester system, course offerings, different schools). Teachers, principals/visa student liaisons and central staff felt that many of the visa students had unrealistic expectations regarding the system and its standards and that this could be dealt with in part by providing them with more extensive information. They also suggested that visa students be better informed about the requirements for university entrance and the chances of admission. Fourteen percent of visa students also made this comment. This concern has been addressed, in part by the brochure which became available to visa students in September 1983.

Suggestions

- visa students be required to submit certain information to the school prior to their arrival (i.e. transcripts, type of school attended, post-secondary goals).
- the methods for application and registration be made more uniform and consistent.
- information provided to visa students should be improved with respect to the credit system, semester system, course offerings, different schools, requirements for university entrance and the chances of admission

Support Services for Visa Students

In addition to expressing concern over the lack of information for visa students with regard to academic issues, teachers, principals/visa student liaisons, central staff and visa students also indicated that visa students should receive more support for outside school issues (i.e. social problems, housing, community services, adapting to Canadian society). Although guidance counsellors, ESL staff and Mei Chau are already extensively involved in providing these services, many respondents felt that even more assistance is required. When visa students were requested to make suggestions for the improvement of the visa student program, 15% cited "more information regarding living accommodation" and 14% "more information regarding community services".

The majority of respondents who felt that counselling in outside school issues was a problem suggested that a resource person with a knowledge of the language and culture be made available to visa students. This person would be responsible for counselling visa students with respect to personal and social concerns and assisting with "survival skills" (i.e. accommodation, community services, OHIP, TTC). He/she might also provide visa students with information concerning the school system and assist schools with academic placement and interpretation of documents. When asked for recommendations, three central staff, seven principals/visa student liaisons, 14 teachers and 12 visa students made this suggestion.

When making recommendations, visa students also expressed a desire for more planned activities. Eight visa students felt that more recreational and social activities involving both themselves and Canadian students should be arranged and seven suggested that a pre-class orientation program be established with information on the school system, community services and Canadian culture. Eight visa students also suggested that more extra-curricular activities be provided.

Suggestions

- visa students should receive more support for outside school issues (i.e. social problems, housing, community services, adapting to Canadian society).
- that a resource person with a knowledge of the language and culture be made available to visa students.
- more recreational and social activities involving both Visa students and Canadian students should be arranged.
- a pre-class orientation program be established with information on the school system, community services and Canadian culture.

Staffing

Although guidance counsellors provide visa students with the same services as other students, it would appear that visa students require considerably more assistance, thus placing tremendous demands on counsellors' time. In making recommendations for the improvement of the visa student program, seven teachers, one principal/visa student liaison, one central staff and three visa students suggested that the counsellor complement be increased. Nine teachers also recommended that in courses with a large number of visa students class size be reduced to allow for more individual attention.

In addition to providing assistance to students, guidance counsellors also serve as support for teachers in their dealings with visa students, as do ESL staff. In the recommendations, ten teachers stressed the importance of the support given to them by guidance counsellors and ESL staff and suggested that it continue/be increased. One central staff, five teachers and five visa students also suggested that teachers be provided with professional development activities to enhance their awareness of the special needs of visa students.

Suggestions

- continued and increased support to teachers by guidance counsellors and ESL staff.
- teachers be provided with professional development activities to enhance their awareness of the special needs of visa students.
- that in courses with a large number of visa students class size be reduced to allow for more individual attention.

Other Issues

In order to discourage possible resentment on the part of regular students towards the visa students certain misconceptions should be clarified (i.e. that Canadian students are competing with visa students for university places). In fact, one central staff suggested that the advantages of the presence of visa students should be communicated to staff, parents and students.

Twenty visa students and one principal/visa student liaison suggested that the fees for visa students be reduced.

Suggestions

- certain misconceptions should be clarified (i.e. that Canadian students are competing with visa students for university places).
- the advantages of the presence of visa students should be communicated to staff, parents and students.

APPENDIX A

Evaluation of Services Provided for Visa Students

Visa Students' Interview

Present School _____

Years at School _____

Number of schools in Canada previously attended _____

Interviewer _____

Date _____

. Why did you decide to come to North York to study?

. What did you know about the school system before you arrived?

. Where or from whom did you get your information?

. Who or what helped you to learn more about school/courses, living accommodations, community services?

. How satisfactory were the

a) application procedures?

b) registration procedures?

. Did you get to take the courses you wanted?

. What involvement have you had with Student Services (Guidance)?
  - course selection
  - course changes
  - application to university
  - transfers
  - counselling re: social/emotional issues

. What involvement have you had with the E.S.L./D. staff/program?
  (determine satisfaction)

. What was the most difficult part of adjusting to going to school in North York and how might your adjustment have been made easier?

- lack of fluency in English

- school expectations

- getting along with others

- living away from home

. If you were involved in making changes to the services provided for visa students, what would be your recommendations?

APPENDIX B

Evaluation of Services Provided for Visa Students

STUDENT QUESTIONNAIRE

As part of the evaluation of the services provided for visa students, Educational Research and Evaluation Services appreciates your co-operation in responding to the following questions. If there is not sufficient space please write on the reverse side and/or attach separate sheet.

Present School _____ Years at present school _____

1. In your opinion, what effect (if any) have visa students had on the following, in your classroom or school?

   Course Offerings _____

   _____

   _____

   Course Content/Teaching _____

   _____

   _____

   Social Relationships (visa students with other students)
   (visa students with visa students) _____

   _____

   _____

   Communications with Other Cultures _____

   _____

   _____

   Student Services (Guidance) _____

   _____

   _____

2. In your opinion, what have been the advantages and disadvantages of having visa students in your classroom and/or school for a) visa students b) other students in the school?

a) For Visa Students

Advantages _____

_____

_____

Disadvantages _____

_____

_____

b) For Other Students in the School

Advantages _____

_____

_____

Disadvantages _____

_____

_____

3. In what ways (if any) have you been personally affected by the presence of visa students in your school or classroom?

_____

_____

_____

_____

_____

_____

4. Further comments: _____

_____

_____

_____

THANK YOU FOR YOUR CO-OPERATION.

E.R. & E.S.
February 1984

APPENDIX C

Interview

Evaluation of Services Provided for Visa Students

Date of Interview _____

Name of School _____

Persons Interviewed:

Name _____ Position _____

Name _____ Position _____

Number of Visa Students currently in school _____

Number of years school has been involved with Visa Students _____

1. What effect have visa students had on the following?

   a) Courses

      i) those offered

      ii) content/methodology/evaluation

   b) Social/cultural atmosphere of the school

      i) relationships with other students

      ii) relationships with each other

   c) Staffing

      i) general staffing

      ii) E.S.L./D. programs

   d) Student Services (Guidance)

2. In your perception how satisfactory/efficient are the following:

   a) i) Information received by school prior to arrival

      ii) Information received by student prior to arrival

   b) i) Information received by school after arrival

      ii) Information received by student after arrival

   c) Application procedures

2. d) Registration

   e) Course Selection

   f) Course Monitoring

   g) Specific, planned activities offered by the school

   h) Counselling

      i) Student Services (Guidance)

      ii) E.S.L./D. programs

3. What changes would you recommend if the Board is to continue providing services for visa students?

E.R. & E.S.
March 1984

APPENDIX D

Evaluation of Services Provided for Visa Students

Staff Questionnaire

As part of the evaluation of the services provided for visa students Educational Research and Evaluation Services appreciates your co-operation in responding to the following questions. If there is not sufficient space please write on the reverse side/and or attach a separate sheet.

1. In your opinion, what effect (if any) have visa students had on the following, in your classroom/or school?

   Course Offerings _____

   _____

   _____

   Course Content/Metholology/Evaluation _____

   _____

   _____

   Social Relationships (visa students with other students)
   (visa students with visa students) _____

   _____

   _____

   Inter-cultural Communication _____

   _____

   _____

2. In your opinion, are the following two services an important source of support for visa students in your school?

	Very Important	Important	Somewhat Important	Not at all Important	Don't know
i) Student Services (Guidance)					

   Comment _____

   _____

   _____

	Very Important	Important	Somewhat Important	Not at all Important	Don't Know
ii) E.S.L. Program	☐	☐	☐	☐	☐

Comment _____

_____

_____

3. In your opinion are the following procedures for visa students satisfactory and in what ways (if any) might they be improved?

	Very Satis-factory	Satis-factory	Somewhat Satis-factory	Not Satis-factory	Don't Know
Information for Students, Provided by the Board					
. prior to arrival	☐	☐	☐	☐	☐
. after arrival	☐	☐	☐	☐	☐

Recommendations _____

_____

_____

Application to North York	☐	☐	☐	☐	☐

Recommendations _____

_____

_____

In-school Registration	☐	☐	☐	☐	☐

Recommendations _____

_____

_____

Course Selection	☐	☐	☐	☐	☐

Recommendations _____

_____

_____

	Very Satis-factory	Satis-factory	Somewhat Satis-factory	Not Satis-factory	Don't Know
Course Monitoring	☐	☐	☐	☐	☐

Recommendations _____

_____

_____

Counselling in School Related Issues	☐	☐	☐	☐	☐

Recommendations _____

_____

_____

Counselling in Outside School Issues (housing, social problems)	☐	☐	☐	☐	☐

Recommendations _____

_____

_____

4. In your opinion, what are/have been the advantages and disadvantages of having visa students in your classroom and/or school for a) visa students, b) other students in the school, c) staff?

a) For Visa Students

Advantages _____

_____

_____

Disadvantages _____

_____

_____

4. b) For Other Students in the School

Advantages _____

_____

_____

Disadvantages _____

_____

_____

c) For Staff

Advantages _____

_____

_____

Disadvantages _____

_____

_____

5. What type of support would enhance your ability to deal with visa students?

_____

_____

_____

_____

School _____

Position _____

Courses taught to visa students _____

THANK YOU FOR YOUR CO-OPERATION.

E.R. & E.S.
Febraury 1984

APPENDIX E

Secondary Schools with Visa Student Population

School	Principal	Visa Student Liaison Staff Member
A. Y. Jackson	H.W. Hyland	Gretchen Thomas
Bathurst Heights	S.W. Calver	Elizabeth Coelho
C. W. Jefferys	A.F. Bell	Laine Baggaley
Don Mills	R.J. Broger	Al Campbell
Emery	W.A. Naylor	Joan Dickson
Geo. S. Henry	C.D. Davison	Herman D'Accosta
Nelson A. Boylen	T.A. Wensley	Russ Vanstone
Newtonbrook	R.L. McMinn	Mary Cahill
Northview	V. Lacey	Jim Linklater
Sir S. Fleming	C.H. Mackie	Jane Sims
Victoria Park	B.L. Cox	Helen Tamberg
W. Lyon Mackenzie	R.A. Frise	Judy Allaster
York Mills	T.F. Kennedy	Cliff Roberts